



Theme: Health and safety

Topic: Obesity and
overweight

Level: High
Intermediate

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Objectives: Students will be able to:

- Understand and discuss people's feelings from a video
- Understand and use conditional IF clauses
- Learn some adjectives for qualifying events and information
- Identify the main ideas and details of a radio program
- Discuss and suggest reasons why obesity is difficult to solve
- Summarize the content of a radio program from what they heard

Material:

- Handouts
- Blackboard
- PowerPoint
- Html page
- Video (Lapband commercial 23sec.)
- Audio 1: (Obesity: a weighty Issue: 6:40 min)
- Audio 2: (Childhood obesity: 3:40 Min)

Sources:

Video: LapBand commercial

- <http://vids.myspace.com/index.cfm?fuseaction=vids.individual&videoid=55856873>

Audio: Obesity: a weighty Issue, CBS news

- <http://multimedia.play.it/m/audio/27063606/obesity-a-weighty-issue.htm>

Audio: Childhood obesity, NPR News

- <http://www.npr.org/templates/story/story.php?storyId=1242896>

Procedure:

ACTIVITY AND TIMING	PROCEDURE
<u>Activity 1</u>	<i>I want students to anticipate on the video they are going to watch.</i>
Speaking	<ul style="list-style-type: none">• I ask them to do activity 1 of their handout.
Prediction	<ul style="list-style-type: none">• The feedback will consist in just listening to students' answers and writing some of them on the board

<p>Activity 2: Lapband TV Commercial Video 5min</p>	<ul style="list-style-type: none"> • I ask students to read the questions for activity 2, and prepare to answer the questions while watching the video. • Then, I play the video, • After watching and answering questions we run the feedback <i>(it is a short commercial, quite easy to understand)</i>
<p>Activity 3: Speaking After watching</p>	<ul style="list-style-type: none"> • Students will be asked to do activity 3 of their handout • During students' work time I'll insist on oral discussion rather than writing. <i>(Here I want to give students the opportunity to discuss the LapBand solution proposed in the text, and also make them explore other solutions)</i> • During the feedback we may focus on the use of "if form"
<p>Activity 4 Pre-listening : Vocabulary 10 min</p>	<p><i>This activity could be entitled <u>express your feeling with the appropriate adjective</u>. For all the statements there is no downright true or false answer. I'm expecting students to learn new adjectives using dictionary, discussion.</i></p> <ul style="list-style-type: none"> • I explain the task and model it by explaining the first statement, and ask students to do it. • When they finish they discuss their answers with a partner • Finally we do the correction. I may ask them to explain their choice, check if someone has chosen a different adjective. • For the feedback I'll use an Html page to record and display students' answers.
<p>Activity 5 Listening for ideas 15 min</p>	<ul style="list-style-type: none"> • I'll have students read the statements for one minute • Then I play the recording. Students will answer the question as they are listening. • When the task is over we correct it • I'll use a PPT slide for the feedback
<p>Activity 6 Listening for details 10min</p>	<ul style="list-style-type: none"> • Students will read the task to understand what they have to do. (I may explain if they don't understand) • Next I'll play the recording for students to do the task. • At the end of the task we'll run the feedback. Using a PPT

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<p>Activity 7 Speaking (in pairs or groups)</p> <p>10 min</p>	<p><i>This task is half way between the listening they have just completed and the next listening. Therefore their answer may be 50% guessing and 50% borrowed from the first listening.</i></p> <ul style="list-style-type: none"> • First I instruct students to do the task and I'll go round to help and guide them. • Next I'll make sure they are sharing, discussing ideas with their partners. • At the end reporters of groups will give the findings of their groups. <p><i>I want to give them the opportunity to express their own ideas and try fluency.</i></p>
<p>Activity 8</p> <p>Vocabulary</p>	<p><i>This is a vocabulary activity to prepare for the next listening.</i></p> <ul style="list-style-type: none"> • Students will do it individually first, when they have finished they will compare their answer to with their partner's • At the end we do the feedback together. • I will use a PowerPoint slide to show correct answers
<p>Activity 9a Pre-Listening (individual, then pair work)</p> <p>7min</p>	<p><i>This task proposes an answer to why it is difficult to solve the problem of overweight.</i></p> <ul style="list-style-type: none"> • I introduce the activity by telling them what the recording is about. Then I'll ask to do the task. By filling in the first answer column • I tell students that they are encouraged to guess, to anticipate on the answers of the text they will hear.
<p>Activity 9b</p> <p>Listening</p> <p>5 Min</p>	<ul style="list-style-type: none"> • I tell students to listen and fill in the second answer column. • I play the recording once. Depending on reactions I may play the recording 1 more time. • When the listening is over we do the correction • I'll display the answer on PPT
<p>Activity 10 Writing (Individual)</p> <p>7 Min</p>	<ul style="list-style-type: none"> • I ask students to write a sentence or a paragraph to summarize the text. • When they have finished they exchange their papers with their partner. The partner will read and say if he agrees with the content or not. Then they will discuss.

